A NARRATIVE INQUIRY OF LANGUAGE LEARNING ANXIETY FOR INDONESIAN STUDENTS STUDYING OVERSEAS

SKRIPSI

BY
MASHLAHATUL HUSNA
NPM 220.01.0.73039

UNIVESITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
JULY 2024

A NARRATIVE INQUIRY OF LANGUAGE LEARNING ANXIETY FOR

INDONESIAN STUDENTS STUDYING OVERSEAS

SKRIPSI
Presented to
Faculty of Teacher Training and Education
Islamic University of Malang
In partial fulfillment of the requirements for the degree of
Sarjana in English Language Education

BY

MASHLAHATUL HUSNA
NPM 220.01.0.73039

UNIVERSITY OF ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

JULY 2024

ABSTRACT

Studying abroad provides students with an excellent opportunity to broaden their perspectives, enhance their understanding of different cultures, and gain invaluable life experience. Learning a language is an important component of international education as it helps students adjust to new situations and participate in their social activities. However, learning in a new environment with an unfamiliar language often causes anxiety. This anxiety can be in the form of fear of making mistakes, anxiety about public speaking, or worry about language skills. The impact of language learning anxiety not only occurs in the classroom but also affects students' overall well-being, academic performance, and social integration. Therefore, the main reason why the researcher wanted to research the topic was to find out why language learning anxiety is common among students studying abroad.

Using a narrative inquiry approach, this study aims to explore and understand the stories of Indonesian students studying abroad regarding their language learning anxiety experiences while in an academic environment abroad, identify what factors can contribute to reducing anxiety levels among students, and also identify what strategies or efforts students make to overcome anxiety in learning a foreign language. Data was collected through semi-structured interviews and analyzed using a grounded theory coding scheme. To collect narrative data, the researcher conducted multiple interviews using Zoom in two meetings, and each interview meeting took approximately 30 minutes.

The findings of this study reveal that language learning anxiety has a significant influence on students' language learning process while studying abroad. The main sources of anxiety include the lecturer's inconsistent use of language, fear of making mistakes, and difficulty communicating. This anxiety hinders comprehension, presentation, and writing tasks, and leads to overthinking, reduced motivation, and social interaction, ultimately affecting confidence and academic performance. However, this can be mitigated through a supportive social environment, a good university role, and technology that supports learning. Furthermore, effective strategies to manage anxiety include incorporating appropriate learning methods, continuous learning, and support from self and others, which is essential in managing and reducing language learning anxiety.

Based on the research findings, the teachers, lecturers, or universities could create a supportive environment where students feel comfortable participating in discussions without fear of making mistakes, providing feedback or motivation to students that can help them improve their language skills and build their confidence. Likewise, students can use personalized learning strategies that suit individual learning styles and preferences, practice with native speakers, increase vocabulary acquisition to improve comprehension, and utilize language-based technology to improve language skills and reduce anxiety. Exploration and investigation into the causes of anxiety, other factors, and coping strategies can be further explored in other studies by future researchers.

CHAPTER I

INTRODUCTION

This chapter discusses several subjects related to the introduction of this study. These include background knowledge, research problems, study objectives, research significance, the study's scope and limitations and the definition of key terms.

1.1 Background of the Study

Studying overseas offers students a fantastic chance to extend their perspectives, enhance their comprehension of different cultures, and acquire invaluable life experiences. Learning a language is the most crucial component of an international education for students studying abroad. According to Furotun et al. (2023), language is more than simply a body of words; it is something that may bind a person to their ancestry, way of life, beliefs, and knowledge. In the modern world, an increasing number of Indonesian students are looking to study abroad for both higher education and cultural exchange experiences. Most people view English as essential to getting a better job in the era of globalization (Hidayanti & Azami, 2023). The development of a new generation that can use information obtained from a wide range of nations for the nation's advancement might have a good effect on the people of Indonesia. Historians and policymakers generally agree that foreign education experiences have a transformative impact on students,

helping them move from being language learners to multilingual users and improving their international orientation and openness to different cultures (Mitchell et al., 2020). In this context, language acquisition is crucial because it helps pupils adjust to new situations and participate successfully in social, intellectual, and everyday activities.

However, in the process of learning in a new environment and using a language that may not be fully mastered, there is often a sense of anxiety that cannot be avoided. For learners studying abroad, language learning anxiety is often a challenge that needs to be faced with determination and perseverance. It refers to the feelings of worry or nervousness that learners experience when engaged in language learning activities (Horwitz et al., 1986). Language anxiety plays a vital role among the many factors that affect language learning progress (Saleh et al., 2021). Throughout the process of learning a language, a lot of English language learners encounter anxiety. Anxiety plays a crucial part in language learning, even though each foreign language student experiences emotions to varying degrees (Sorguli et al., 2021). These feelings can manifest in various forms, such as fear of making mistakes, public speaking anxiety, or concerns about language ability.

The impact of language learning anxiety not only occurs in the classroom but also affects students' overall well-being, academic performance, and social integration. Wang (1998) states that studies on the crippling effects of worry on language acquisition repeatedly demonstrate that anxiety is a significant predictor of L2 acquisition and that it can have a detrimental impact on the performance and

achievement of foreign language learners. According to Gkonou et al. (2017), anxiety can also make it challenging to learn the target language and hinder academic success, exhibit negative attitudes toward the target language and its culture, foster self-doubt, affect identity construction, and threaten self-esteem. According to the explanation, a learner's motivation, output, and overall language learning experience can all be strongly impacted by anxiety related to language acquisition.

Therefore, the main reason why the researcher wanted to research the topic was to find out why language learning anxiety is common among students studying abroad. Similarly, the study by Ali and Anwar (2021) examine the number of students who experience anxiety when learning a language, which can affect their language learning achievement. Not only that, a new language's learning environment, which includes interactions with classmates from diverse cultural backgrounds, varying learning styles, and disparities in educational systems, can exacerbate anxiety brought on by uncertainty and a fear of failing. Also, there is pressure on students to speak the newly acquired language fluently. They dread making errors or finding it difficult to engage with locals, and they worry about their capacity to comprehend and communicate messages effectively. This might hinder language learners' progress by causing them to feel uneasy and nervous while writing or speaking in a foreign language.

From this explanation, this study dealt with the students who study overseas in non-English speaking countries (Taiwan) to analyze the students' stories or experiences in dealing with anxiety in mastering a foreign language and how

much such anxiety can affect the language learning process. This study also identifies what factors can contribute, such as cultural, social, or educational, to reducing anxiety levels among students and also identifies what strategies or efforts students make to overcome anxiety in learning a foreign language.

Thus, using a narrative inquiry approach, this study aims to explore and understand the stories of Indonesian students studying abroad regarding their experiences of language learning anxiety while in an academic environment abroad, collected through semi-structured interviews and analyzed using narrative analysis. This is the case in Abrar (2019) research, which also uses narrative inquiry to understand in depth and detail the stories of International Indonesian Graduate Students (IIGS) regarding their speaking experiences in an academic environment.

Many studies discuss language learning anxiety for students studying overseas; for example, according to Wang (1998), the purpose of this study was to examine the association between students' perceptions of language acquisition and foreign language anxiety among university students in mainland China who are studying English as a foreign language (EFL). Ali and Anwar (2021), the purpose of this study is to examine the factors that affect students' anxiety levels while studying at private colleges in Erbil to learn a language. Abrar (2019), the purpose of this study is to investigate and interpret the accounts of Indonesian graduate students' speaking experiences in academic settings while studying at a university in the United Kingdom. It also aims to comprehend the speaking obstacles these students face and develop solutions for them, both inside the classroom and in

university environments. Thompson and Lee (2014), stated that the purpose of the study is to look at how anxiety in foreign language classes is affected by experience abroad and learning a second language. Wang (2009), this study investigated English as a foreign language (EFL) at Taiwanese universities, the anxiety experienced by students participating in short-term study abroad programs, the causes of anxiety, the ways in which anxiety impacts students' learning of the English language overseas, and the student's perceptions of the influence of their study abroad (SA) experience on their anxiety and future English language learning. In addition to abroad, international students learning English in Indonesia also experience anxiety in the learning process. Zakiya et al. (2022), this study investigated five Thai international students' experiences with anxiety during English language acquisition and usage in Indonesia.

From these previous studies, the researcher wants to develop existing theories and research related to the topic of this study, namely language learning anxiety for international students. However, some differences arise from previous studies, this study focuses more on analyzing students' stories or experiences in facing anxiety in mastering a foreign language while abroad and how much anxiety can affect the language learning process. In the study, we can also identify strategies or efforts made by students to overcome anxiety in learning a foreign language by using more than two instruments and using more subjects to be interviewed with multiple interviews to achieve more valid data.

1.2 Research Questions

1. What are the anxieties in mastering a foreign language while abroad, and how much can these anxieties affect their language learning process?

2. What contextual factors, such as cultural, social, and educational influences, contribute to the development and intensification of language learning anxiety among Indonesian students studying abroad?

3. How do Indonesian students cope with language learning anxiety while studying abroad, and what strategies do they employ to manage or overcome it?

1.3 Objectives of the Study

From these three research questions, we can outline the purpose and focus of this study.

1. To describe the anxieties that Indonesian students encounter when learning a foreign language while studying abroad and to assess the extent to which these anxieties impact their language learning process. This research aims to provide insights into the psychological and emotional factors that influence language acquisition among these students.

2. To explore contextual factors that contribute to the development and intensification of language learning anxiety among Indonesian students studying abroad. These factors include cultural, social, and educational influences. Understanding these factors can help develop a more comprehensive view of the issues faced by these students.

3. To investigate how Indonesian students cope with language learning anxiety while studying abroad and what strategies they employ to manage or overcome these anxieties. This part of the study aims to provide practical insights and recommendations for educators and institutions to support students in their language learning journeys.

1.4 Significances of the Study

1. Theoretical

This research can contribute to our understanding of the anxieties in foreign language learning, especially in the context of studying abroad. It can help refine existing theories of language acquisition and provide insights into interesting aspects of language learning anxiety in cross-cultural contexts by investigating the contextual (social and cultural) factors that increase language learning anxiety among Indonesian students abroad. This information can be crucial in understanding how cultural adaptation and social integration play a role in language learning. Manipuspika (2018), this study also suggests future research directions to address the issue of anxiety in second language learning, potentially leading to improved teaching strategies and support systems for Indonesian students studying abroad.

2. Practical

The findings from this study can inform the development of language education policies and programs for Indonesian students studying abroad.

Educational institutions and government agencies can use this information to develop more effective teaching strategies and support systems for Indonesian students studying abroad. This could include language improvement programs, counseling services, and cultural orientation to ease the adaptation process. Universities and organizations that support international students can use the insights into language learning anxiety provided by this research to create a more inclusive, welcoming, and supportive environment for effective language acquisition while reducing stressors for Indonesian students so that they can overcome language learning anxiety among Indonesian students and potentially improve their academic and social experiences while studying abroad.

1.5 Definition of Key Terms

1. **Narrative Inquiry**

   A qualitative research approach called "narrative inquiry" centers on the gathering and examination of individual narratives in order to explore human experience. This narrative data is collected through interviews, diaries, or through participant observation. This approach focuses more on exploring the life experiences or personal stories of individuals through storytelling and seeks to understand the stories told with more depth and meaningful.

2. **Foreign Language Learning**

   Foreign language learning is the process of acquiring proficiency in a language that is not one's mother tongue or native language. It involves mastery in

listening, speaking, reading, and writing. Typically, foreign language learning

occurs in formal educational settings, but it can also take place in informal

settings, in-depth programs, or self-study. The goal is to improve communication

in international contexts and a more effective understanding of foreign language

learning.

3. **Anxiety**

Anxiety is an emotion to deal with potential threats that may occur in the

future. It is characterized by worried thoughts, feelings of tension, discomfort, or

nervousness, such as pacing and brooding, that can be caused by a variety of

factors, including when in new or stressful situations. While anxiety is normal in

life and can even be motivating in certain situations, excessive or persistent

anxiety can affect success rates in the learning process and can interfere with daily

functioning.

4. **Students Studying Overseas**

Students who study overseas refer to individuals who continue their education

in a country different from their home country. It is common for students to enter

various academic programs either on their own or through government-supported

programs, including student exchange programs or scholarship programs,

including undergraduate, graduate, or postgraduate programs. Studying abroad

also often gives students the opportunity to experience new things, such as

different cultures, education systems, and environments.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After describing the narrative and discussion in the previous chapter, this research is closed with research conclusions and suggestions based on the findings.

5.1 Conclusions

Based on the findings and discussion, it can be concluded that language learning anxiety has a significant effect on students' language learning process while studying abroad. The main sources of anxiety include inconsistent language use by lecturers, fear of making mistakes, and difficulty in communicating. This anxiety inhibits comprehension, presentation, and writing tasks, leading to overthinking, reduced motivation, and social interaction, ultimately affecting confidence and academic performance. Than, this can, however, be mitigated through a supportive social environment, including encouragement from classmates, study buddies, and roommates, which is crucial in reducing anxiety and increasing confidence, while criticism exacerbates it. Universities can help monitor and provide assistance for student well-being. In addition, language-based technologies help facilitate access to information and improve language skills, thereby reducing anxiety. Furthermore, effective strategies to manage anxiety include using adapted learning techniques such as reading, writing, summarizing,

repeating, practicing with native speakers, and adapting to friends and lecturers. Building self-connection, having a supportive social network, sharing stories, mastering vocabulary, and taking risks without fear of failure is also important. Overall, combining the proper learning methods, continuous learning, and support from yourself and others is essential in managing and reducing language learning anxiety.

5.2 Suggestions

Referring to the research findings on what students feel when they experience anxiety, why they feel anxious, what factors influence anxiety, and what strategies are applied to overcome their anxiety, the researcher would like to make some suggestions:

5.2.1 For Lecturers

Recognizing that anxiety is a significant cause affecting students' performance in the language learning process, lecturers or teachers should use English consistently during lectures to avoid confusion and comprehension difficulties among international classes, speak clearly and at a moderate pace to help students understand the material effectively, create a supportive environment where students feel comfortable participating in discussions without fear of making mistakes, provide feedback or motivation to students to help them improve their language skills and build their confidence by sharing personal experiences and providing practical strategies to overcome their anxiety and adapt appropriate teaching methods to meet their needs better.

5.2.2 For Students

To learn a language while abroad, students are expected to find support from classmates, study buddies, and roommates to create a supportive social network that fosters their motivation and confidence and communicate openly with peers, lecturers, and universities regarding difficulties or anxiety encountered during the learning process. Other suggestions include self-reflection, daring to try new things, and not being afraid to fail to build resilience and confidence in managing language learning anxiety. Using personalized learning strategies that suit individual learning styles and preferences, such as reading, writing, summarizing, practicing with native speakers, and increasing vocabulary acquisition to improve comprehension and find the best techniques, and utilizing language-based technologies such as online learning platforms, translator apps and social media to obtain information quickly, improve language skills, and reduce anxiety.

5.2.3 For Future Researchers

Given this study's limitations, further investigation is needed to explore students' anxiety about the language learning process while abroad. The researcher also believes that this study can be helpful in the future, as a reference for future researchers conducting research that has the same case as this study. Other researchers are also expected to develop this research further to make it even better.

REFERENCES

Abrar, M. (2019). Re-telling: A narrative inquiry of Indonesian graduate students' speaking experiences in a United Kingdom University. *Indonesian Journal of Applied Linguistics, 8*(3), 588–596. https://doi.org/10.17509/ijal.v8i3.15257

Ali, B. J., & Anwar, G. (2021). Anxiety and foreign language learning: Analysis of students' anxiety towards foreign language learning. *International Journal of English Literature and Social Sciences, 6*(3), 234–244. https://doi.org/10.22161/IJELS.63.32

Al-Khasawneh, F. M. (2016). Investigating foreign language learning anxiety: A case of Saudi undergraduate EFL learners. *Journal of Language and Linguistic Studies, 12*(1), 137-148. https://shorturl.at/1icKZ

Anwar, K., & Louis, R. (2017). Factors affecting students' anxiety in language learning: A study of private Universities in Erbil, Kurdistan. *International Journal of Social Sciences & Educational Studies, 4*(3), 160–174. https://doi.org/10.23918/ijsses.v4i3p160

Benson, P., Barkhuizen, G., Bodycott, P., & Brown, J. (2012). Study abroad and the development of second language identities. *Journal Applied Linguistics Review, 3*(1), 173–193. https://doi.org/10.1515/applirev-2012-0008

Bleakley, A. (2005). Stories as data, data as stories: Making sense of narrative inquiry in clinical education. *Medical Education, 39*(5), 534–540. https://doi.org/10.1111/j.1365-2929.2005.02126.x

Boonkongsaen, N. (2012). Factors affecting vocabulary learning strategies: A

synthesized study. *In Naresuan University Journal, 20*(2), 45-53.

https://shorturl.at/Hefqz

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative

Research in Psychology, 3*(2), 77–101.

https://doi.org/10.1191/1478088706qp063oa

Brown, H. D. (2000). *Principles of language learning and teaching* (4 edition).

Pearson Longman.

Brown, H. D. (2007). *Principles of language learning and teaching* (5 edition).

Pearson Longman.

Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., and Neville, A. J., (2014).

The use of triangulation in qualitative research. *Oncology Nursing Forum, 41*(5),

545–547. https://doi:10.1188/14.onf.545-547

Chiang, C. F., & Hsieh, T. S. (2012). The impacts of perceived organizational support

and psychological empowerment on job performance: The mediating effects of

organizational citizenship behavior. *International Journal of Hospitality

Management, 31*(1), 180–190. https://doi.org/10.1016/j.ijhm.2011.04.011

Clandinin, D. J., Pushor, D., & Orr, A. M. (2007). Navigating Sites for Narrative

Inquiry. *Journal of Teacher Education, 58*(1), 21–35.

https://doi.org/10.1177/0022487106296218

Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry.

American Educational Research Association, 19(5), 2–14.

https://doi.org/10.3102/0013189X019005002

Connelly, F. M., & Clandinin, D. J. (2000). Narrative inquiry: Experience and story in qualitative research. Jossey-Bass.

Corbin, J., & Strauss, A. (1990). Grounded theory research: procedures, canons, and evaluative criteria. *In Qualitative Sociology, 13*(1), 3–21. https://doi.org/10.1007/BF00988593

Dewey, J. (1938). Experience & education. *The Educational Forum, 50*(3), 241–252. https://doi.org/10.1080/00131728609335764

Furotun, N. S., Mustofa, M., Katrino, I., & Putra, S. P. (2023). The influence of language identity on students' learning foreign language process. *Journal of Education and Technology*, 6(3), 569-581. https://doi.org/10.29062/edu.v6i3.436

Gkonou, C., Daubney, M., & Dewaele, J.-M. (2017). *New insights into language anxiety: Theory, research and educational implications*. Multilingual Matters. https://doi.org/10.1093/elt/ccy042

Hamza, A. P., Othman, B. J., Gardi, B., Sorguli, S., Aziz, H. M., Ahmed, S. A., Sabir, B. Y., Ismael, N. B., Ali, B. J., & Anwar, G. (2021). Recruitment and selection: The relationship between recruitment and selection with organizational performance. *International Journal of Engineering, Business and Management, 5*(3), 1-13. https://doi.org/10.22161/ijebm.5.3

Hidayanti, I., & Azami, M. I. (2023). EFL learners' anxiety versus learning strategy and literal listening score: How do they correlate?. *A Journal of Culture*, *English Language, Teaching & Literature, 23*(1), 21-36. https://doi.org/10.24167/celt.v23i1

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom

anxiety. *The Modern Language Journal*, *70*(2), 125–132.

https://doi.org/10.1111/j.1540-4781.1986.tb05256.x

Humphries. (2011). Language anxiety in international students: How can it be

overcome?. *Griffith Working Papers in Pragmatics and Intercultural

Communication, 1*(2), 65–67.

Indrianty, S. (2016). Students' anxiety in speaking English (A case study in one hotel

and tourism college in Bandung). *Journal of English Language Teaching in

Indonesia, 4*(1), 28–39. https://doi.org/10.22460/eltin.v4i1.p%25p

Ismiatun, F., Ni'mah, D., & Widowati, D. R. (2019). *A narrative approach: English

learning strategies amongst EFL students*. Proceeding International Conference

on Islamic Education. http://repository.unisma.ac.id/handle/123456789/1943

Kondo, D. S., & Ying-Ling, Y. (2004). Strategies for coping with language anxiety:

The case of students of English in Japan. *English Language Teaching Journal,

58*(3), 258-265. https://doi.org/10.1093/elt/58.3.258

Landstrom, P. (2016). *Foreign language anxiety among Swedish lower and upper

secondary school students: A case study*. Karlstad University.

Lincoln, Y. S., & Guba, E. G. (1982). Epistemological and methodological bases of

naturalistic inquiry. *Educational Technology Research & Development, 30*, 233–

252. https://doi.org/10.1007/BF02765185

Listyani, & Christie, L. S. (2018). Teachers' strategies to improve students' self-

confidence in speaking: A study at two vocational schools in Central Borneo.

Register Journal, 11(2), 139-153. https://doi.org/10.18326/rgt.v11i2.139-153

Liu, F. (2010). A short analysis of the nature of reading. *Canadian Center of Science and Education, 3*(3), 152–157. www.ccsenet.org/elt

Manipuspika, S. Y. (2018). Correlation between anxiety and willingness to communicate in the Indonesian EFL context. *Arab World English Journal, 9*(2), 200–217. https://doi.org/10.24093/awej/vol9no2.14

Mccroskey, J. C. (1978). Validity of the PRCA as an index of oral communication apprehension. *Communication Monographs, 45*(3), 192–203. https://doi.org/10.1080/03637757809375965

Misti, A. (2018). *The correlation between students' speaking anxiety and their speaking performance at the junior high school 3 Tambang* [Unpublished master's thesis]. Universitas Islam Negeri Sultan Syarif Kasim Riau.

Mitchell, R., Tracy–Ventura, N., & Huensch, A. (2020). After study abroad: The maintenance of multilingual identity among anglophone languages graduates. *The Modern Language Journal*, *104*(2), 327–344. https://doi.org/10.1111/modl.12636

Moen, T. (2006). Reflections on the narrative research approach. *International Journal of Qualitative Methods, 5*(4), 56–69. https://doi.org/10.1177/160940690600500405

Mukminin, A., Masbiroroni., Noprival., Sutarno., Arif, N., Maimunah. (2015). EFL speaking anxiety among senior high school students and policy recommendations. *Journal of Education and Learning, 9*(3), 217-225. https://shorturl.at/FWW8l

Muslimin, A. I., & Suhartoyo, E. (2023). Exploring the dynamic interplay of personality, language learning strategies, and environment in Indonesian EFL

learners' success. *International Journal of Arabic-English Studies, 24*(1), 119-134. https://doi.org/10.33806/ijaes.v24i1.558

Ostovar-Namaghi, S. A., Hosseini, S. M., & Norouzi, S. (2015). Reading fluency techniques from the bottom-up: A grounded theory. *International Journal of Applied Linguistics and English Literature, 4*(5), 29–35. https://doi.org/10.7575/aiac.ijalel.v.4n.5p.29

Sabir, B. Y., Othman, B. J., Gardi, B., Ismael, N. B., Hamza, P. A., Sorguli, S., Aziz, H. M., Ahmed, S. A., Ali, B. J., & Anwar, G. (2021). Administrative decentralization: The transfer of competency from the ministry of education to general directorates. *International Journal of Rural Development, Environment and Health Research, 5*(3), 1-13. https://doi.org/10.22161/ijreh.5.3

Saleh, F. P., Ali, B. J., Akoi, S., Najmalddin, B., Ali, R. S., & Anwar, G. (2021). Factors Affecting the Success of Female Entrepreneurs in Kurdistan. *International Journal of Engineering, Business and Management*, 5(2), 44-64. https://doi.org/10.22161/ijebm.

Sarason, I. G. (1984). Stress, anxiety, and cognitive interference: Reactions to tests. *Journal of Personality and Social Psychology, 46*(4), 929–938. https://doi.org/10.1037/0022-3514.46.4.929

Suleimenova, Z. (2012). *Speaking anxiety in a Kazakhstani foreign language classroom.* KIMEP University Language Center, IX KIMEP International Research Conference. Central Asia: Regionalization vs. Globalization. (9th ed., pp. 65-73). https://shorturl.at/GJ9R9

Sorguli, S., Gardi, B., Othman, B. J., Aziz, H. M., Ahmed, S. A., Sabir, B. Y., Ismael, N. B., Hamza, P. A., Ali, B. J., & Anwar, G. (2021). Innovation: Knowledge management in the innovating industries. *International Journal of Electrical, Electronics and Computers, 6*(3), 10–23. https://doi.org/10.22161/eec.63.2

Thompson, A. S., & Lee, J. (2014). The impact of experience abroad and language proficiency on language learning anxiety. *TESOL Quarterly, 48*(2), 252–274. https://doi.org/10.1002/tesq.125

Top, C., & Ali, B. J. (2021). Customer satisfaction in online meeting platforms: Impact of efficiency, fulfillment, system availability, and privacy. *Revista Amazonia Investiga, 10*(38), 70–81. https://doi.org/10.34069/ai/2021.38.02.7

Trainor, A. A., & Graue, E. (2017). *In the social sciences reviewing qualitative research*. Routledge Taylor & Francis Group

Tzoannopoulou, M. (2016). Foreign language anxiety and fear of negative evaluation in the Greek university classroom. *International Symposium on Theoretical and Applied Linguistics, 21*, 823–838. https://doi.org/10.26262/istal.v21i0.5272

Ubaidillah, M. F. (2018). The pedagogy of English as an international language: Indonesian pre-service teachers' beliefs. *Journal of Asia TEFL*, *15*(4), 1186–1194. https://doi.org/10.18823/asiatefl.2018.15.4.23.1186

Wang, N. (1998). *Beliefs about language learning and foreign language anxiety: A study of university students learning English as a foreign language in Mainland China*. University of Victoria.

Wang, Y.-C. (2009). *Anxiety in English language learning: A case study of Taiwanese University students on a study abroad programme*. The University of Leeds School of Education.

Watson, D., & Friend, R. (1969). Measurement of social-evaluative anxiety. *Journal of Consulting and Clinical Psychology, 33*(4), 448–457. https://doi.org/10.1037/h0027806

Young, M., & Muller, J. (2010). Three educational scenarios for the future: Lessons from the sociology of knowledge. *European Journal of Education, 45*(1), 11–27. https://doi.org/10.1111/j.1465-3435.2009.01413.x

Zakiya, D. E., Kusumaningputri, R., & Khazanah, D. (2022). "It's not easy to speak English": International students' language anxiety in academic intercultural communication practices. *Journal of English Education and Linguistics Studies, 9*(2), 381–409. https://doi.org/10.30762/jeels.v9i2.534

Zheng, Y. (2008). Anxiety and second/foreign language learning revisited. *Canadian Journal for New Scholars in Education, 1*(1), 1–12. https://cdm.ucalgary.ca/index.php/cjnse/article/view/30393